Textbook Alignment to the Utah 3rd Grade PE Core Curriculum
Rubric for "Recommended Primary" Materials

Title _____ **ISBN#** _____

Publisher: _____

Name of Person(s) conducting alignment and evaluation: _____

Overall percentage of coverage of the Utah State Core Curriculum: _____%

Standard I: Students will value physical activity for health, enjoyment, challenge, self expression, and/or social interaction.

Percentage of coverage for Standard I: %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Indicate how physical activity provides an opportunity for enjoyment and self-expression.	a. Identify feelings resulting from challenges, successes, and failures in physical activity.		
	b. Select activities that are personally interesting and rewarding.		
	c. Celebrate personal achievements as well as the achievements of others.		
Objective 2: Practice	a. Identify safe and unsafe		

appropriate risk taking.	environments for activity participation.		
	b. Describe the benefits and proper use of sunscreen and protective clothing while participating in outdoor activities.		
	c. Demonstrate persistence in activities when unsuccessful in initial attempts.		
	d. Participate willingly in new and appropriate activities.		

Standard II: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Percentage of coverage for Standard II: %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Demonstrate responsible social behavior in physical activity settings.	a. Identify behaviors that may create conflict situations and predict possible consequences of conflict.		
	b. Recognize and accept differences in personal backgrounds and skill levels.		
	c. Accept responsibility for own actions without blaming others.		
	d. Describe sportsmanship and the importance of following rules.		
Objective 2: Follow rules and procedures while participating in	a. Demonstrate independence and appropriate use of time while participating in physical		

activities.	activity.		
	b. Provide input in establishing rules, procedures, and respectful behaviors while participating in various physical activities.		
	c. Work cooperatively with others (e.g., share equipment, invite a peer to take a turn, and help refocus off-task students).		
	d. Manage equipment responsibly (e.g., check out and return equipment/supplies as required by the teacher and assist with setup and takedown of equipment).		

Standard III: Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.

Percentage of coverage for Standard III: %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Demonstrate and apply knowledge of physical fitness.	a. Identify reasons why activity is important for fitness, both at school and at home.		
	b. Describe the health-related components of physical fitness (e.g., flexibility, cardiovascular endurance, muscular strength and endurance, body composition, proper nutrition).		
	c. Develop a home physical activity schedule that may include family, friends, and pets.		
	d. Measure fitness progress by using pre- and post-testing (e.g.,		

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	FitnessGram, President's Challenge, Physical Best).		
Objective 2: Describe how proper nutrition impacts health and physical fitness.	a. Identify foods rich in proteins, fats, and carbohydrates, and describe the primary function of each.		
	b. Identify snack foods and drinks that are unhealthy.		
	c. Describe the importance of drinking water before and after exercise.		
	d. Describe the "calories in/calories out" principle for nutrition-activity balance.		
	e. Formulate a balanced diet based on the Food Pyramid (http://www.mypyramid.gov).		
Objective 3: Participate in a variety of moderate to vigorous physical activities.	a. Describe how and why the body responds to activity participation (e.g., physiological changes such as sweating, increased heart rate, heavy breathing).		
	b. Perform a variety of stretches following *low-intensity* (e.g., walking, jogging, dancing) warm-up activities.		
	c. Participate in a variety of activities that develop cardiovascular fitness (e.g., jump rope, tag games, running).		
	d. Participate in a variety of activities that develop muscular strength and endurance (e.g., pushups, curl-ups).		

Standard IV: Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.

Percentage of coverage for Standard IV: %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Apply movement principles and skills in small group activities.	a. Review basic movement skills (e.g., walking, running, skipping, jumping, hopping, sliding, leaping, galloping).		
	b. Identify the enjoyable aspects of playing a game.		
	c. Demonstrate non-manipulative and manipulative skills while moving through general space.		
	d. Demonstrate and apply basic techniques for combined movement skills (e.g., running and then leaping).		
Objective 2: Demonstrate a variety of skills in sports and game activities.	a. Demonstrate the essential components for throwing, catching, and kicking skills (e.g., throw and catch a variety of objects, kick to a stationary/moving target, dribble with dominant hand/foot, pass a ball to a moving partner).		
	b. Demonstrate throwing, catching, and kicking skills in movement combinations (e.g., perform tasks while dodging and moving in zigzag, straight,		

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	and curved pathways; catch a ball and throw it back to a partner while moving).					
	c. Synchronize movement to a rhythm (e.g., perform and create various simple combinations to a beat by moving forward, backward, and sideways).					
	d. Demonstrate various movement techniques and strategies in game-like drills (e.g., passing a soccer ball to a teammate or running to an open spot to receive a pass).					

General Rubric

Review Category **Curriculum Content Coverage**	High Quality - 3	2	1	0	NA	Comments
Content matches the standards and objectives of the Utah Core Curriculum.	80% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	70% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	50% of the Utah Core and objectives are covered.	**Less** than 50% of the Utah Core and objectives are covered		
Content is delivered in an appropriate sequence.	80% of the program content is covered in an appropriate sequence matching the Utah Core.	70% of the program content is covered in an appropriate sequence matching the Utah Core.	50% of the program content is covered in an appropriate sequence matching the Utah Core.	Less than 50% of the program content is covered in an appropriate sequence matching the Utah Core.		
Content is covered with appropriate depth.	The program provides 80% or more of the	The program provides 70% or less of the necessary	The program provides 50% or less of the necessary	The program lacks the necessary depth needed for		

	necessary depth needed for appropriate instruction.	depth needed for appropriate instruction.	depth needed for appropriate instruction.	appropriate instruction.		
Content endorses sound research-based practices.	The program utilizes 80% or more of current research-based practices.	The program utilizes 70% or less of current research-based practices.	The program utilizes 50% or less of current research-based practices.	The program does not utilize current research-based practices.		
Content is presented accurately and in an age-appropriate manner.	Materials reflect current content knowledge without content bias. Materials utilize cross-curricular references and experiences. Materials are age appropriate.	Materials have some content inaccuracies, but do not show content bias. Materials utilize some cross-curricular references. Materials are 70% age appropriate	Materials show many content inaccuracies and some content bias. Materials have very limited cross curricular references. Materials are approximately 50% age appropriate.	Materials have major content inaccuracies. Materials have no cross curricular references. Materials are not age appropriate.		
Content is engaging to the student.	80% or more of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Less than 80% of the materials and activities are interesting and engaging to the student promoting purposeful learning.	50% or less of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Very little, if any, of the materials and activities are interesting and engaging to the student promoting purposeful learning.		
Content is differentiated to meet different abilities and needs.	There are appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	70% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	50% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	There are few or no appropriate accommodations for various developmental levels with little acknowledgment of needed prerequisite skills and		

				knowledge.		

Review Category **Physical Qualities**	High Quality - 3	2	1	0	NA	Comments
Student materials provide appropriate print, illustrations and text features.	Student materials provide appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	70% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	50% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	The student materials lack appropriate use of font, illustrations, and text features, (e.g., illustrations, graphs, tables).		
Student materials provide table of contents, glossary, index, and etc.	Student materials provide necessary table of contents, indicies, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide some table of contents, indicies, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide a limited amount of table of contents, indicies, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide very little, if any, table of contents, indicies, glossaries, and other references to assist and guide students, parents, and teachers.		
Student materials are durable.	Student materials are securely bound and reinforced.	Student materials are adequately hardbound.	Student materials have secure bindings.	Student materials have inferior bindings.		
Teacher materials are easy to use.	Teacher materials are well organized with easy to read font and good correlation with student materials.	Teacher materials are organized with easy to read font, and follow correlation with student materials.	Teacher materials are somewhat organized with hard to read font and layout. Materials provide difficult to follow correlation with student materials.	Materials are disorganized with hard to read font for teachers. Layout provides little or no correlation to student materials.		
Teacher material is durable.	Teacher materials are securely bound and reinforced while staying open and flat for	Teacher materials are adequately hardbound while staying open and flat for teaching	Teacher materials have secure bindings but do not open and lay flat to facilitate teaching.	Teacher materials have inferior bindings but do lay flat to facilitate teaching.		

	teaching.					

Review Category **Technology Qualities**	High Quality - 3	2	1	0	NA	Comments
Technology provided is user friendly.	Program provides menus that are easy to read and follow. Program is user-friendly to install and requires a minimal level of computer expertise. Manuals and directions are understandable.	Program provides menus that are generally easy to read and follow. Installation requires little computer expertise. Manuals and directions are simple to understand.	Program menus are easy to read. Manuals might have to be read in detail to understand operation of technology, (e.g., laser remote, software). Installation might require some knowledge or expertise. Manuals are included.	Menus are not descriptive and hard to follow. Installation requires expertise. No manuals or written instructional materials are provided.		
Technology provided enhances the learning experience.	Technology provided is appropriate giving additional support for student learning.	Technology provided is appropriate giving some additional support for student learning.	Limited technology is provided giving little support for student learning.	No technology is provided.		
Technology has quality audio/visual attributes.	Program provides high quality audio and visual effects.	Program provides good audio and visual effects.	Program audio and visual effects are of poor quality.	No technology is available.		

Review Category **Ancillary Materials**	High Quality - 3	2	1	0	NA	Comments
Student ancillary materials provide appropriate supplemental instruction.	Program provides high quality student ancillary materials that enhance and supplement the delivery of instruction.	Program provides adequate student ancillary materials to enhance and supplement the delivery of instruction.	Program provides some student ancillary materials that are of limited value to supplement and enhance the delivery of instruction.	The program provides no student ancillary materials or student ancillary materials are of such poor quality and have little correlation to		

				learning objectives that they are of no value.		
Student ancillary materials are easy to access and utilize.	Student ancillary materials are easy to access, are durable and easy to utilize.	Student ancillary materials are easy to access, are somewhat durable requiring some modification to utilize.	Student ancillary materials are difficult to access and require modification to utilize.	Student ancillary materials are of such poor quality or difficult to prepare or access that they are of little or no value.		
Parent ancillary materials are appropriate and support desired student learning	Parent ancillary materials are appropriate providing good support for desired student learning through home activities, homework, and practice opportunities.	Parent ancillary materials are appropriate providing adequate support for desired student learning through a variety of opportunities and activities.	Parent ancillary materials are not always appropriate nor do they provide adequate support through a variety of opportunities for student learning.	There are no parent ancillary materials available.		
Review Category **Assessment Materials**	High Quality - 3	2	1	0	NA	Comments
A variety of assessment options are provided.	Program provides multiple assessment measures to monitor individual student progress at regular intervals.	Program provides some assessment measures to monitor individual student progress at regular intervals.	Program provides limited assessment measures to monitor individual student progress at regular intervals.	Program provides no assessment measures or measures are of such poor quality or correlation to student learning to be of any value.		

Assessment tools are appropriate to inform instruction and are aligned with the program, the Utah Core curriculum, and U-PASS.	Assessment tools are appropriate to inform the major areas of instruction and are aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform some areas of the instructional program and are adequately aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform limited areas of the instructional program and are poorly aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are not appropriate to inform areas of the instructional program and are not aligned with the program and the Utah Core curriculum and U-PASS.		

Assessment tools are easily accessible and utilized.	Assessment tools are easily accessible with a limited amount of training or expertise.	Assessment tools are accessible with some amount of training or expertise needed.	Assessment tools are difficult to access and require extensive training.	Assessment tools are not accessible.		
Category **Universal Access**	High Quality - 3	2	1	0	NA	Comments

Program content accurately reflects diverse populations.	Program provides ways to adapt curriculum for all students, (e.g., special learning needs, learning disabilities, ELL, and advanced learners).	Program provides some ways to adapt curriculum to meet special learning needs of students.	Program provides limited strategies to assist special learning needs of students.	Program provides no strategies to assist special learning needs of students.		
Program contents provides for the development of healthy attitudes and values.	Program accurately portrays and promotes understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes some understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes a limited understanding of cultural, racial, religious and diversity in society.	Program does not accurately portray or promote an understanding of cultural, racial, religious and diversity in society.		

I have reviewed the above program and recommend the following use: (Choose one category only.)

☐   (1) Instructional materials are in alignment with content philosophy and instructional strategies of the Utah Core. Materials provide comprehensive coverage of course content and support U-PASS. Materials may be used for **primary course instruction**.

☐   (2) Instructional materials provide limited alignment with the Utah Core or U-PASS or have a narrow or restricted scope and sequence. Use of these materials must be supplemented with necessary missing program elements for effective instruction. Materials may be used on a **limited basis with accompanying plan** for use with additional appropriate materials to assure coverage of core requirements.

☐   (3) Materials are not for student instructional use, but may only be used only as **teacher resource material**.

☐   (4) Materials are aligned to the core, developmentally appropriate, may contain valuable content information, but are not intended to be used as the source for primary instruction, but **only as student resource material**.

☐   (5) Materials have been reviewed, but **not adopted** because of lack of alignment, inaccurate content, misleading connotations, undesirable presentation, or are in conflict with existing law and rules, or otherwise unsuitable for use by students. **School districts are strongly cautioned against using these materials**.

☐   (6) Materials were included in the publisher bid, but **not sampled** to the USOE or Textbook commission.

☐   **Materials were not reviewed,** but may be purchased in accordance with the law and Rule **277-469-6**: Advanced placement materials, International materials, concurrent enrollment materials, library or trade books, reference materials, teacher professional materials which are not components of an integrated instructional program. Galley proofs or unfinished copies are not reviewed.

Evaluator Signature(s): _____   Date: _____